

Crisis and Emergency Management Plan Development



AGENDA

Administrative Code

Crisis

- What is a crisis
- Four phases of crisis management

Mitigation/Prevention

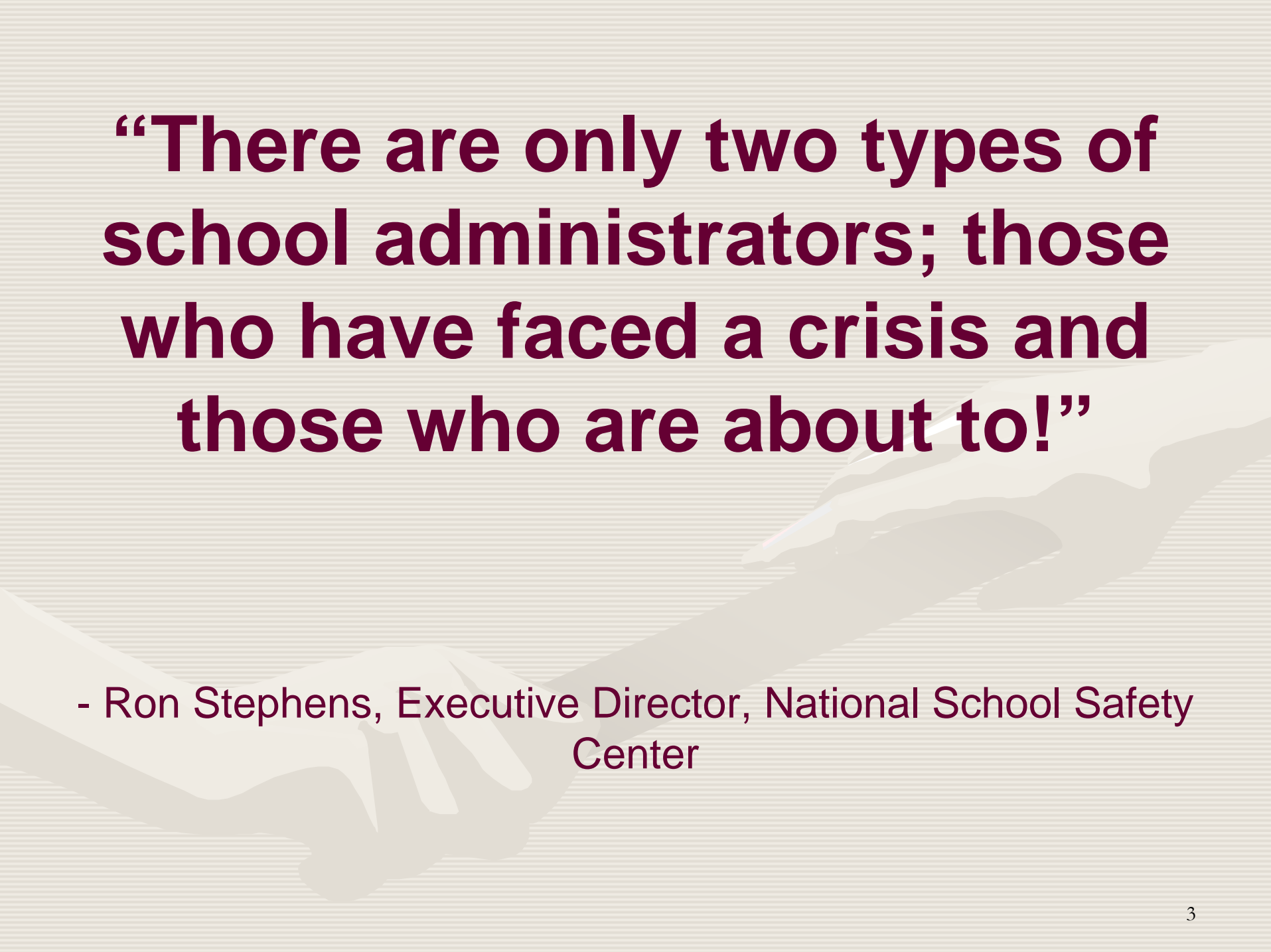
Preparedness

Response

Recovery

Long-Range Planning and Evaluation

Drills and Exercises

A faint, stylized background illustration of two hands shaking, rendered in a light beige color. The hands are positioned diagonally across the slide, with one hand reaching from the bottom left and the other from the top right, meeting in the center.

“There are only two types of school administrators; those who have faced a crisis and those who are about to!”

- Ron Stephens, Executive Director, National School Safety Center

Administrative Code

6A:16-5.1 School Safety Plans

- (a) Each school district shall develop and implement comprehensive plans, procedures and mechanisms that provide for safety and security in the public elementary and secondary schools of the school district. The plans and procedures, which shall be in written form, and the mechanisms, at a minimum, shall provide for:
1. The protection of the health, safety, security and welfare of the school population;
 2. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
 3. The establishment and maintenance of a climate of civility; and
 4. Supportive services for staff, students and their families.

6A:16-5.1 Continued

- (b) The chief school administrator shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners and school and other community resources, as appropriate, in the development of the school district's plans, procedures and mechanisms for school safety and security.
1. The plans, procedures and mechanisms shall be consistent with the provisions of this section and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education.
 2. The plans, procedures and mechanisms shall be reviewed annually and updated, as appropriate.

6A:16-5.1 Continued

- (c) The district board of education shall disseminate a copy of the school safety and security plan to all district board of education employees.
1. New district board of education employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment.
 2. All district board of education employees shall be briefed in writing, as appropriate, regarding updates and changes to the school safety and security plan.

6A:16-5.1 Continued

- (d) The district board of education shall develop and provide an in-service training program for all district board of education employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans, procedures and mechanisms for school safety and security and the provisions of this section.
1. New district board of education employees shall receive the in-service training, as appropriate, within 60 days of the effective date of their employment.
 2. The in-service training program for all district board of education employees shall be reviewed annually and updated, as appropriate.

Administrative Code

6A:16-5.1 School Safety plans

- Adopted by the New Jersey State Board of Education on September 6, 2006
- Code location:
www.state.nj.us/njded/code/proposed/title6a/chap16.pdf
- Administrative Code 6A:16-5.1, School Safety plans, is effective as of October 2006

What is a Crisis?

- “An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable out-come.”
- A crisis is a situation where schools could be faced with inadequate information, and insufficient time and resources, but in which leaders must make one or many crucial decisions.
- Range in intensity
- Can happen at anytime
- Can happen anywhere

Crisis Team

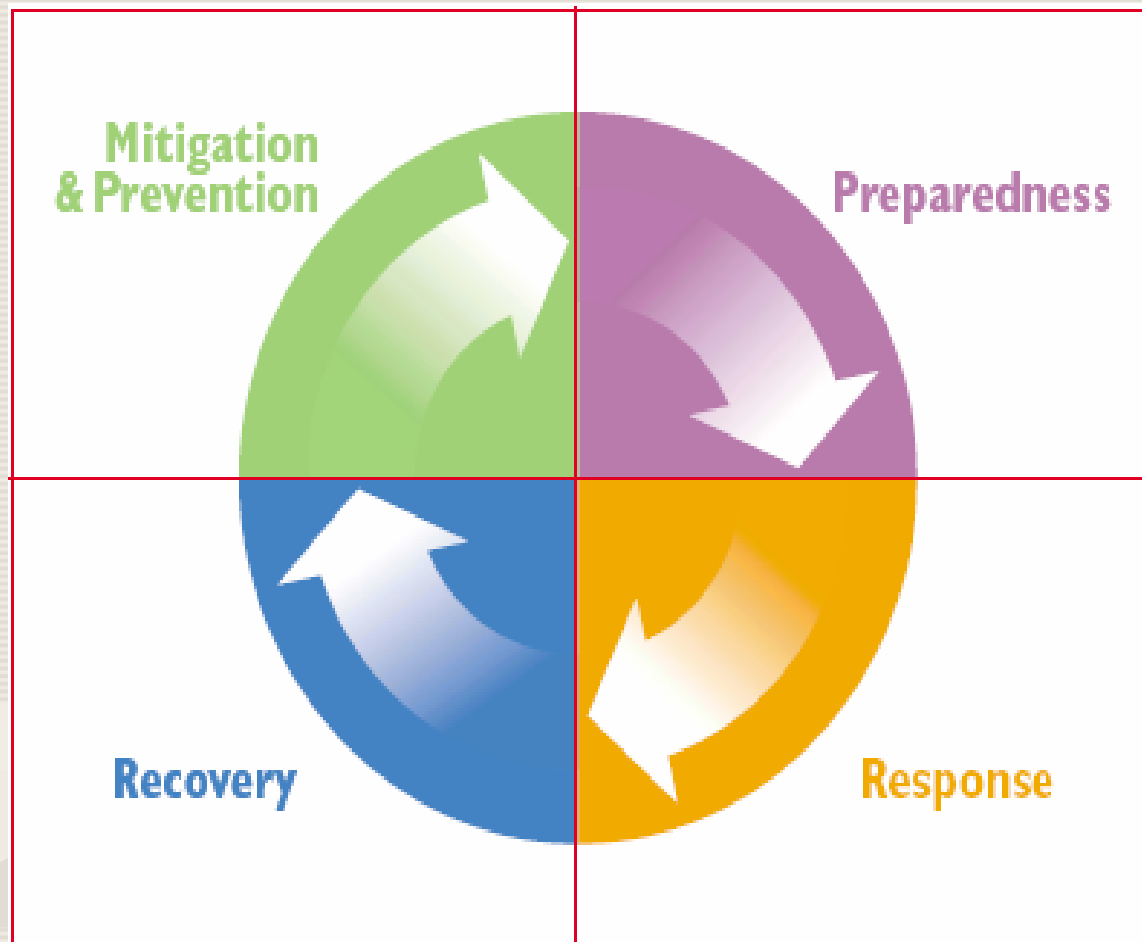
The role of the crisis team:

- Identify types of crises that may occur
- What events would activate the plan
- Factors to think about:
 - What is the school's ability to handle a situation with internal resources
 - What has the experience been in responding to past events

The Four Phases of Crisis Management

- Mitigation/Prevention:
 - Addresses what schools and districts can do to reduce or eliminate risk to life and property
- Preparedness:
 - Focuses on the process of planning for the worst case scenario
- Response:
 - Is devoted to the steps to take during a crisis
- Recovery:
 - Deals with how to restore the learning and teaching environment after a crisis

Cycle of Crisis Planning



Mitigation/Prevention

- The goal is to decrease the need for response as opposed to simply increasing response capability.
- Build on what is already being done
- Take an ALL-HAZARDS approach when assessing risks and vulnerabilities
- Mitigation/Prevention is an ongoing process that is linked to the three other phases of Crisis Management
- Strong Partnerships

Mitigation

PURPOSE:

- Protect people and structures
- Minimize the costs of disaster response and recovery

STRATEGIES:

- Target hardening:
 - make structure a less attractive target
 - deter criminal activity
- Conduct a comprehensive needs assessment
 - identify the possible risks for the physical building
 - assess capabilities of response and recovery
- Review incident data
 - EVVRS
 - Safety & Security Checklist Audit

Mitigation

- Schools cannot always control fights, bomb threats and school shootings however, could they take actions to reduce the likelihood of such events?
- Yes. (Institute policies, implement violence prevention programs and take steps to improve the culture and climate of their campuses.)
- Is it possible to prevent intruders from coming onto school grounds by establishing access control procedures and providing IDs for students?
- Target Hardening has been proven to deter criminal activity.

Prevention & Intervention

Review current prevention and intervention programs

- Develop policies, procedures and programs
- Develop a curriculum
 - Present to students, parents and staff
- Foster a climate of respect
- Recognizing early warning signs
- Conducting behavior threat assessments
- Establish programs and services
 - prevent problems from happening
 - intervening in students problems at all stages of identification
- Encourage staff input

Preparedness

- Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs
- Every school needs a crisis plan that is tailored to its unique characteristics
- Schools within a school district should have certain commonalities to ensure consistency (i.e. policies, procedures)
- Identify key stakeholders
- Determine if your school or district has a plan
 - Develop a plan if one does not exist; or
 - Review existing plan(s)

Preparedness Continued

- How will a school operate during a crisis?
- Define:
 - What should happen
 - When
 - At whose direction
- Create an organizational system:
 - Assign staff to a specific function
 - Assign back-up staff members to each function

Incident Command System (ICS)

- Emergency Responders use ICS to manage incidents.
- ICS provides a structured way for delegating responsibilities among school officials and all emergency responders during crisis response.
- An ICS and/or other management plan needs to be created with ALL emergency responders and school officials before a crisis occurs.
- All schools are now expected to use ICS as the organizing system for their crisis response program.

Specific Roles During a Crisis

- School commander (Incident Commander)
- Liaison to emergency responders (Liaison Officer)
- Security officers (Safety Officer)
- Spokesperson (Public Information Officer)
- Medical staff (First Aid)
- Student caregivers (Operations Section)

District – Wide Planning Team

The district- wide planning team should include, at a minimum, the following representative:

- From the district:
 - School district leader (CSA)
 - Security, safety and risk management staff
 - Board of education attorney
 - School business administrator
 - Public relations staff
- From the county:
 - County terrorism coordinator
 - County Emergency Management coordinator
 - American Red Cross or other volunteer agency that deals with disasters

District – Wide Planning Team

- From a school:
 - Student support services staff
 - School nurse
 - Facilities management staff
 - Parent support organization
- From the community:
 - Law enforcement official
 - Community representative
 - Local health department
 - Local emergency management personnel
 - Fire department official/EMS
 - Municipal government official
 - Public works official

Building Based Response Team

The functions of the team include:

- Evaluate the school's preparedness for implementing the Emergency & Crisis Management Plan
- Address gaps & needs of the school
- Conduct training for staff, students and the community
- Perform specific tasks during & after a crisis
- Make recommendations to the District –Wide planning team

Building Based Response Team

Characteristics of team members:

- Able to handle stress
- Able to remain calm when others are upset & emotional
- Able to follow instructions & work well within a team
- Able to adapt to changes
- Able to accept responsibility
- Familiar with the community
- Willing & able to address the needs of others
- Knowledge of the school organization
- AVAILABILITY

Essential Elements of Every Plan

- Needs & vulnerability assessments:
 - Physical building
 - Area surrounding the building
 - School community
- Food security plan
- Pandemic plan
- School Map
- Equipment needed:
 - Emergency Toolkits
 - Go Boxes
- Procedures to assist people with special & medical needs
- Communication protocols
- Established procedures & protocols for Lockdown, Shelter-in-Place & Evacuation
- Established primary & alternative evacuation routes & assembly areas

Crisis Communication

- Develop methods for communicating with the staff, students, families, and the media.
 - Identify one person who will be the contact for all inquires
 - Create communication templates
 - Identify communication methodology
 - Discuss with emergency responders
 - Share communication and notification strategies

Response

During a crisis is the time to FOLLOW the crisis plan, not create a plan from scratch.

- Determine if a crisis is occurring.
- If a crisis is occurring:
 - Activate the ICS
 - Select the appropriate response:
 - evacuation, reverse evacuation, lockdown or shelter-in-place
 - Initiate communication plan:
 - establish communication among staff, students, families and the media
 - Monitor emergency first aid administration
 - Decide if more equipment and supplies are needed

Recovery

- Return to learning and restore the infrastructure of the school as quickly as possible
- Focus on students and the physical building
- Take as much time as needed for recovery
- Train staff to deal with the emotional needs of students, staff, and the community
- Provide a caring and supportive school environment

Steps to Recovering

- Strive to return to learning as quickly as possible
- Allocate time for recovery
- Restore the building, as well as the school community
- Monitor how staff are assessing students for the emotional impact of the crisis
 - Have procedures in place
- Identify resources available to students, staff & the community
- Assess activities that address the crisis
- Plan for anniversaries
- Debrief with staff & emergency responders
 - Incorporate “lessons learned” into plan revisions and trainings

Long-Range Planning and Evaluation

Analyzing how well a crisis plan worked in responding to an incident, whether a drill or a real event, is crucial.

- Use lessons learned to update and strengthen the safety and security plan
- The plan is a living document that should be reviewed annually
- Reassess all hazards to which your school is susceptible (this can constantly change)

Questions to Ask

- Should new members be added to the planning team?
 - staffing changes
 - organizations that should be represented
 - replace inactive members
 - reassess key stakeholders
- Are there procedures that can be done more efficiently?
- Are there ways to gain more diverse and widespread cooperation?
- Are there new resources available for mitigation (financial, technical and human)?

Exercises and Drills

- All school staff should be involved in training exercises. Training is an ongoing process that requires periodic practice.
- Exercises should be conducted within the school and with emergency responders (law enforcement, fire department, the Office of Emergency Management, EMS, etc.).
- After all drills are completed plans must be assessed and updated as needed.

Types of Emergency Drills

Active Shooter

- Weapons on school grounds

Biological

- Hazard Materials

Bomb Threat

- Bringing an explosive device on school grounds

Chemical Inside

- Lab Custodial

Gas Leak

- Propane, Ammonia, etc

Terrorist

- Domestic and International

PARTNERSHIPS

DRILLS

PARTNERSHIPS

DRILLS

PARTNERSHIPS

A plan can not be successful with out the support of your community!

PREPARATION!!!!

GOOD PLANNING WILL FACILITATE A RAPID, EFFECTIVE RESPONSE WHEN A CRISIS OCCURS!

